



**Theme Overview**

In this unit of Religious Education, the children will explore a variety of New Years celebration from different parts of the world. They will learn about why different cultures celebrate in certain ways and the reasons they are celebrating.

**Unit Outcomes**

By the end of this unit, the children will have a greater understanding of different cultures that exist and how they celebrate New Years. They will understand that this is not the same type of celebration or at the same time as they might be used to.

**Skills Focus**

**Main Skills Focus:**

- Explore key questions through enquiry-based learning into Christianity whilst also drawing from at least one of Hinduism, Sikhism, Islam or Judaism, as well as non-religious world views as appropriate.
- Teachers should take the children’s own background, experiences and questions into consideration.
- Learn about different beliefs about God and the world around them.
- Encounter and respond to a range of stories, artefacts and other religious materials.
- Learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary.
- Begin to understand the importance and value of religion and belief, especially for other children and their families.

**Key Religion**

Multi-faith

**Sequence of Learning**

**Lesson 1**

**LI: To understand the traditions of celebrating New Years.**

*\*\*Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. \*\**

- Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).
- Bertie Owl has a party hat and blower.
- Play a version of ‘Auld Lang Syne.
- Do the children know the song?
- It is an extremely old Scottish song by Robert Burns written in 1788 and is all about love and friendship.

**Lesson 2**

**LI: To understand the traditions of Chinese New Year.**

*\*\*Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. \*\**

- Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).
- Recall previous RE learning.
- Recall the key question for this unit and what they have learnt so far.

**Lesson 3**

**LI: To understand the traditions of Chinese New Year.**

*\*\*Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. \*\**

- Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).
- Recall previous RE learning.
- Recall the key question for this unit and what they have learnt so far.
- Recap the story of Chinese New Year. Have the 12 masks on a

**Key Question**

How do different cultures celebrate the New Year?

<ul style="list-style-type: none"> <li>• Ask relevant questions and develop a sense of wonder about the world using their imaginations.</li> <li>• Talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.</li> </ul> <p><b>RE at Bland's Infant School:</b></p> <ul style="list-style-type: none"> <li>• It is vital for all our children to learn from and about religion, so that they can understand the world around them.</li> <li>• RE promotes respect and open-mindedness towards others with different faiths and beliefs and encourages children to develop their sense of identity and belonging through self-awareness and reflection.</li> <li>• We encourage children to ask questions to promote enquiry-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Auld Lang Syne means 'times gone by'.</li> <li>• Discuss the term New Year's resolutions and what they are.</li> <li>• Read Hooray Hooray – It's New Year's Day! By Ken Nisbett <a href="https://poetry4kids.com/poems/hooray-hooray-its-new-years-day/">https://poetry4kids.com/poems/hooray-hooray-its-new-years-day/</a> (audio available)</li> <li>• Share ideas as a class about the fantastic things they would like to do from the poem.</li> <li>• Have a vote to see which is the most popular – link to democracy and the 'British Values'.</li> <li>• Scribe an extra verse using the children's ideas.</li> <li>• Question for discussion: If you could do anything, what would it be? Share ideas.</li> <li>• Have a moment to really think about what you would like to achieve and what steps you need to take to reach success.</li> </ul>	<ul style="list-style-type: none"> <li>• Display the masks of the 12 animals from the Chinese New Year story (rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig).</li> <li>• Show a map of the world and point out China and the UK.</li> <li>• What do you know about China?</li> <li>• Read the story of Chinese New Year (page 41 Discovery Re folder Spring section).</li> <li>• Children to retell the story remember the main events. Use the masks to act out the story.</li> <li>• Show pictures of the Chinese New Year celebration in China, London and around the world.</li> </ul> <p>Questions for discussion:</p> <ul style="list-style-type: none"> <li>• What did you think of the story?</li> <li>• Which of those animals did you like the most and why?</li> <li>• If you were an animal in the race, how would you have crossed the river? How does it feel when you work hard to do something and achieve it or not. Does it make it easier / better when you work together like some of the animals did?</li> <li>• Do the children have any questions about Chinese New Year?</li> </ul>	<p>washing line (facing away) and reveal them as they children identify them correctly. Children then try to put the into the correct order using ordinal numbers 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> etc.</p> <ul style="list-style-type: none"> <li>• Explain that this is a time when Chinese people across the world get together to celebrate. They put up lights outside their homes. It is also a special time to remember those member of the family who have died.</li> <li>• In the days leading up to New year, every family buys presents, decorations, food, new clothes and people have their hair cut. House are cleaned from top to bottom. The aim is to sweep out any bad luck from the old year and clear the way for good luck. It is bad luck to clean the house on New Years Day itself.</li> <li>• Ask the children to get into role and clean the classroom as best they can pretending they are preparing for the New Year's celebrations.</li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>• How would it feel to make these preparations?</li> <li>• Why is New Year special / important?</li> <li>• Why is New Year special / important?</li> </ul> <p>When there is a special occasion at your house eg: Divali, birthday, does your family do anything differently? Eg decorations, cooking, cleaning, clothes etc. What do you like best about celebrations you take part in? How was it feel to celebrate a special time/event?</p>
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	<p><b>Lesson 4</b>  <b>LI: To understand the traditions of Persian New Year?</b></p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <ul style="list-style-type: none"> <li>Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).</li> <li>Recall previous RE learning.</li> <li>Recall the key question for this unit.</li> <li>Show a world map – point out the UK and Iran.</li> <li>What do you think life in Iran is like? (Is anyone from there?)</li> <li>Using pictures associated with winter and spring, sort them not two groups and name the seasons. Explain that there are lots of people who celebrate the start of spring as their new year; they call it Nowruz. Show some of the countries on the map.</li> </ul>	<p><b>Lesson 5</b>  <b>LI: To understand the traditions of Persian New Year?</b></p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <ul style="list-style-type: none"> <li>Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).</li> <li>Recall previous RE learning.</li> <li>Recall the key question for this unit and what they have learnt so far.</li> <li>Berti Owl to wear a Firuz hat.</li> <li>Recap the Nowruz story together.</li> <li>Put on Haji Firuz hat (google to see pictures), and explain that he is seen at the start of Nowruz and encourage children to follow and dance through the setting with tambourines, spreading good cheer and the new of the</li> </ul>	<p><b>Lesson 6</b>  <b>LI: To understand the traditions of Holi (A Hindu Festival).</b></p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <ul style="list-style-type: none"> <li>Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).</li> <li>Recall previous RE learning.</li> <li>Recall the key question for this unit.</li> <li>Bertie Owl invites the children to share popcorn.</li> <li>Show a world map and point out the UK and India.</li> <li>With the imaginary fire in the middle of the room, share popcorn together.</li> <li>Explain that at the start of Holi (festival of colour celebrating the start of spring), all rubbish is burnt as a way to getting rid of the old and starting afresh. Encourage children to put some rubbish on the ‘fire’.</li> </ul>

	<ul style="list-style-type: none"> <li>• Read the story of 'The Flowers Came, Spring Arrived: A Nowruz Story'. (Page 47 in the Discovery RE folder).</li> </ul> <p>Questions for discussion:</p> <ul style="list-style-type: none"> <li>• What if it was always winter?</li> <li>• What would we miss out on?</li> <li>• Would it be a good thing or a bad thing?</li> <li>• Would you like it to always be Winter, always be Spring or be as it is now where you live?</li> <li>• Think about what it is that you are most looking forward to in Spring. Share it with a talk partner. Why do you think that Nkhodi was sad at the beginning of the story? What is being celebrated at Nowruz?</li> </ul>	<p>coming New Year. They could make their own hats.</p> <ul style="list-style-type: none"> <li>• Share some of the traditions that happen during Nowruz.</li> <li>• Focus on the fire-jumping rhyme and place the pretend 'fire' in the middle of the room.</li> <li>• Emphasise that jumping over real fire is dangerous and must never be done and that we are just pretending.</li> <li>• If there is anyone in the class who has experienced this they would share their experiences.</li> <li>• While saying the poem, children to take turns to jump over and say "Please give me warmth and energy".</li> </ul> <p>Questions for discussion:</p> <ul style="list-style-type: none"> <li>• What is your favourite part of Nowruz? Why?</li> <li>• What do you think is the favourite part of Nowruz for people who celebrate it in Iran or in other parts of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Read the Holi story (Page 53 of the Discovery RE folder) allowing time for discussion in between.</li> <li>• Talk through some of the traditions, show a Rangoli pattern, then show all the pictures of the paint-throwing etc.</li> </ul> <p>Questions for discussion:</p> <ul style="list-style-type: none"> <li>• How do you think the people in the photographs are feeling?</li> <li>• Why do Hindus celebrate Holi?</li> <li>• What/ who do they remember at Holi?</li> <li>• What would you favourite part of Holi be? Why?</li> <li>• Are there things that you have learned that you would enjoy doing with your family? Why?</li> </ul> <p>Activity:</p> <p>Use face paints to get the children engaged in the spirit of Holi. Do the children have any questions for Bertie Owl?</p> <p><i>Note:</i> Background information on page 54 of the Discovery RE folder.</p>
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